

The effectiveness of a multi-sensory strategy program to treatment Reading and Writing difficulties of students in the resource Rooms

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Abstract:

The study aimed to detect The effectiveness of a multi-sensory strategy program to treatment Reading and Writing difficulties of students in the resource Rooms, the researcher followed the experimental method with semi-experimental design, the population of the study consists of all the students of the resource room in the school of Directorate of Education of Jenin (158) students distributed in (8) schools during the academic year (2018-2019), the sample of the study was limited to (18) students from the third, fourth and fifth grades with reading and writing difficulties in the resource room at Beit Qad secondary school for girls, of which (6) males and (12) females were chosen in intentional sample method, then the researcher randomly distributed the sample into two groups (9) students as experimental group, and (9) as a control group in order to achieve the objectives of the study, the following tools were used: an achievement reading test and an achievement writing test by presenting them to a group of arbitrators, and the stability has been verified by appropriate methods.

The study tools were applied to the two study groups to verify their equivalence in achievement. The scores were also monitored and the students' responses were analyzed on the two test based on the students' responses, the multi-sensory education program was built and presented to competent arbitrators. The program consisted of (39) treatment session, where the experimental group studied using the strategy of multiple senses, and the control group studied using the traditional method, the application was applied for a period of (6) weeks, and after the implementation of the program, the study tools were applied and the results were analyzed statistically. The study found that there were statistically significant differences in the average achievement of student in the reading text due to the teaching method, and was in favor of the experimental group, it studied using the strategy of multi-sensory, while there were no statistically significant differences in students' achievement scores in the writing test due to the teaching method, there were also no statistically significant differences in the average achievement of students in the reading and writing test due to the interaction between teaching method and gender, at last the researcher recommend the Ministry of Education should adopt a multi-sensory strategy based program to address the reading and writing difficulties of students in resource rooms, and training sessions for the teachers of the resource room on the use of multiple sensory strategies in teaching students with learning disabilities.